



2014 German

Higher – Reading and Directed Writing

Finalised Marking Instructions

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Part One: General Marking Principles for German–Higher Reading and Directed Writing

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question.

- (a)** Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor.
- (b)** Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

GENERAL MARKING ADVICE: German–Higher Reading and Directed Writing

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

Marking Key

The comprehension questions are designed to find out whether the candidates have understood the main points of the passage, including where appropriate something of the author's purpose in writing the text.

In the marking schemes which follow, a bullet point designates information required for the award of 1 mark; a word or concept underlined must be evident within an answer before the mark can be awarded.

To assess an answer, tick each piece of information which constitutes a correct mark. If the information is subsequently contradicted in the same answer, put a cross through the relevant tick. Similarly, if correct information is accompanied in the same answer by information which shows lack of real understanding, put a cross through the relevant tick.

No marks can be awarded in a sentence whose overall meaning is unclear.

The inclusion of irrelevant information in an answer should not be penalised unless it contradicts the text.

If information required but not given in answer to one question appears in answer to a different question, it cannot be credited with any marks unless it would also correctly answer that question.

The total mark awarded for each question should be written on the inside margin, at the end of the relevant question.

When the comprehension questions have been marked, marks should be totalled and written on the inside margin as a mark out of 20.

Section I – General Marks

Correct marks should be marked with a tick and the total number of marks written in the inside margin after each heading.

No marks should be given for marks written under a different heading unless they would also answer that heading. In such a case, the mark should be transferred to the total for the heading under which the mark was originally allocated. Where candidates list irrelevant information, no credit should be given for this, even if there is some correct information in the middle of it.

The total number of marks scored should be written in the inner margin at the end of Section 1.

Part Two: Marking Instructions for each Question

Question	Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
1.	<ul style="list-style-type: none"> • Does it really have/need to be/Must it be/Must she really get/buy brand-name butter/that butter brand/the best quality butter/the best sort of butter/the branded butter/the finest butter? • Is there/Will there be enough toilet paper/roll for the weekend/to last the weekend? <p style="text-align: right;">(Any 1 from 2)</p>	1	Proprietary butter Pure butter Expensive butter at the weekend to last until the weekend is there not enough for weekends	

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
2.	(a)	<ul style="list-style-type: none"> They <u>agreed/decided/came to an agreement/made an agreement/united on it</u> to go (their) separate/ own ways/paths/to separate (from each other)/not to live together anymore/to live apart/to part ways/that they should stay separate. They stopped living together which they both agreed and from then on followed their own path. 	1	They agreed to stay out of each other's way	
2.	(b)	<ul style="list-style-type: none"> (They get on/along/understand each other) <u>much/a lot better</u> than 2 months ago/They understand each other a lot more than 2 months ago/Things are a lot better than 2 months ago/Things were a lot better after 2 months It was <u>really good</u> for their friendship/relationship/It has made their friendship <u>really good</u>/Their friendship is <u>really good</u> now/It did their friendship a lot of good. <p style="text-align: right;">(Any 1 from 2)</p>	1	For/since 2 months In the last 2 months	Really good (on own) It has improved their friendship.

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
3.		<ul style="list-style-type: none"> A small/wee kitchen and a bathroom without (any) windows/a window Two light/bright/well-lit rooms divided/split/separated/partitioned into a living room and a bedroom/Two light/bright/ well-lit rooms – a living room and a bedroom/Two bright rooms separated into a living room and a bedroom. 	2	<p>smaller kitchen</p> <p>clear/clean</p>	
4.		<ul style="list-style-type: none"> She felt/decided/had the feeling that the time was right/that it was the right time/that it was (the) time (to move out)/it was about time (that she moved out)/it was time she did (move out) She had a job and could/was able to afford it/support herself/ provide for herself/She had a job that could support/keep her 	2	<p>achieve</p> <p>supply herself</p> <p>She got a new job</p>	<p>She had a job and felt she could manage/look after herself</p> <p>...so she was able to do it</p>

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
5.		<ul style="list-style-type: none"> Rent, electricity/electric/power and insurance(s) Shopping and student life She saves what is left over/the rest/what is remaining The left over is put into savings/The rest is saved 	3	current/current costs/utilities safety breakdown insurance student essentials/fees/ loans purchases	money for buying things She keeps the rest

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
6.	(b)	<ul style="list-style-type: none"> • She does/will/would not go out/away/anywhere <u>at the weekend/that weekend</u> Not going out <u>at the weekend</u> She stays in <u>at the weekend</u> • She has/spends a (nice) <u>evening at home/in/in the house</u> with her (girl-) friends or her boyfriend <p style="text-align: right;">(Any 1 from 2)</p>	1	<p>at the weekends She does not go far at the weekend</p> <p>afternoon</p> <p>girl-friends <u>and</u> boyfriend</p> <p>If it is a nice evening she will invite her friends or boyfriend over</p> <p>She has friends round rather than going out</p>	She would stay at home with her friends or boyfriend

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
7.	(a)	<ul style="list-style-type: none"> Eating on your own/alone is/was no fun She does not enjoy eating on her own/alone At first/At the beginning she was frightened/scared/ anxious/afraid/totally/extremely worried/extremely nervous/had a fear of sleeping (on her own) in her flat/house 	2	cooking	nervous/worried finds it upsetting
7.	(b)	<ul style="list-style-type: none"> She bought it from/with her first pay (cheque)/ salary/wage(s)/payment It was what she spent her first wages on 	1	She had bought her first salary It was the first thing she bought from her salary	
7.	(c)	<ul style="list-style-type: none"> Her (living/bed-)room is/Her rooms are too small for a big sofa/The big sofa is too large for the small room Her room is/Her rooms are too small for a big sofa. 	1	Her flat	Her room was too small for it

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
8.	(a)	<ul style="list-style-type: none"> • She does not need to think about/consider anyone else/take anyone else into consideration She has to show no-one consideration She has nobody else to consider/take into consideration She does not need to consider about other people She only has herself to consider • When/If she does not want/cannot be bothered to wash/do/rinse the dishes/crockery/wash up, she (just) leaves them/it When/If she has no joy/enthusiasm for washing up... 	2	<p>She does not need to take anyone's consideration She does not have to worry/care about anyone She must take consideration from no-one</p> <p>When she has no time to... cleaning/washing dishwasher</p>	
8.	(b)	<ul style="list-style-type: none"> • Living without (the/her) family/her parents and... ...everything that goes (along)/comes with it/that ...everything that belongs to that life/comes with that lifestyle ...everything it involves/to do with it ...everything that was part of that ...all it entails 	1	<p>Living alone everything with that life everybody all the things she had grown up with listen/hear/noise/silence/ quiet</p>	

Translation into English

The translation into English is allocated 10 marks. The text for translation will be divided into a number of sense units. Each sense unit is worth 2 marks, which will be awarded according to the quality and accuracy of the translation into English. In assessing the candidate's performance, the descriptions detailed below will be used. Each sense unit will be awarded one of the marks shown.

Category	Mark	Description
Good	2	Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English.
Satisfactory	1	Essential information is understood and conveyed clearly and comprehensibly, although some of the details may be translated in an imprecise or inaccurate manner. The key message is conveyed in spite of inaccuracies and weaknesses in the use of English.
Unsatisfactory	0	The candidate fails to demonstrate sufficient understanding of the essential information and relevant details. Errors may include mistranslation and/or the failure to translate relevant details.

9. Translate into English:

Regelmäßig besucht Carla ihre Familie... , wenn sie krank ist (lines 61-66)

Unit 1

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<p>Regelmäßig besucht Carla ihre Familie</p>	<p>Carla visits</p> <p>her family</p> <p>regularly on a regular basis</p> <p>Any acceptable English word order with regularly</p>	<p>visited will/would visit sees is visiting</p> <p>regular reguarly/regularly/regularily</p>	<p>stays with</p> <p>often</p> <p>Her family visit Carla regularly</p>

Unit 2

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<p>und spart also eine wöchentliche Mahlzeit.</p>	<p>and therefore/so/thus by doing so/by so doing</p> <p>saves (on)</p> <p>a/one meal a week. a/one meal each/every week a/one meal once a week. a/one weekly meal. a/one meal weekly</p>	<p>Omission of und</p> <p>saves money on saves herself is saved they save her economises</p> <p>weekly meals. a weekly dinner/tea/supper/lunch. a week</p>	<p>Omission of also also = also/then</p> <p>saves (up) for spares goes for meals has/had (with them) went for</p> <p>mealtime. for the week</p>

Unit 3

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<p>Natürlich ist das nicht der Hauptgrund für den Besuch.</p>	<p>Naturally/Of course</p> <p>that/this/it is not that's not</p> <p>the main/principal/primary/chief reason</p> <p>for the visit(s)/visiting.</p>	<p>Obviously</p> <p>they main reason purpose her main reason</p> <p>her visit. that she visits of the visit</p> <p>Of course is that not the main reason for the visit.</p>	<p>Normally/Usually</p> <p>Omission of nicht</p> <p>the main ground the sole/only reason/purpose charge Omission of Haupt</p> <p>visitor</p> <p>There is no main reason...</p> <p>Of course it is the night that the head visits.</p>

Unit 4

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
<p>Sie fühlt sich immer noch sehr wohl zu Hause</p>	<p>She still She still always</p> <p>feels</p> <p>She continues to feel</p> <p>very comfortable/at ease</p> <p>at home.</p>	<p>feels herself herself feels</p> <p>very good/happy very at home more comfortable happier relaxed very comfortable and at ease</p> <p>in/at the house. at their house. when she is at home</p>	<p>always</p> <p>feels like is</p> <p>Omission of sehr well not very well benefitted safe/secure/safe and sound comfortable and herself</p> <p>to her home.</p>

Unit 5

TEXT	GOOD 2 marks	SATISFACTORY 1 mark	UNSATISFACTORY 0 marks
und vermisst ihre Familie besonders, wenn sie krank ist:	and (she) misses her family especially/particularly/in particular when/if she is ill/sick/unwell/not well:	Omission of und the family in particularly most of all/mostly and really misses her family when she is ill.	sometimes/often kranky/angry

Higher Writing

Task: Directed Writing, addressing 6 bullet points.

- Assessment Process:
- 1 With reference to *Content, Accuracy and Language Resource*, assess the overall quality of the response and allocate it to a pegged mark.
 - 2 Check that all 6 bullet points have been addressed.
 - 3 Deduct 2 marks (ie single marks, not pegged ones) for each bullet not addressed, up to a maximum of 2 bullets. If 3 or more bullets have not been addressed, the mark must be 0.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Very Good	15	<ul style="list-style-type: none"> • All bullet points are covered fully, in a balanced way, including a number of complex sentences. • Some candidates may also provide additional information. • A wide range of verbs / verb forms, tenses and constructions is used. • Overall this comes over as a competent, well thought-out account of the event which reads naturally. 	<ul style="list-style-type: none"> • The candidate handles all aspects of grammar and spelling accurately, although the language may contain some minor errors or even one more serious error. • Where the candidate attempts to use language more appropriate to post-Higher, a slightly higher number of inaccuracies need not detract from the overall very good impression. 	<ul style="list-style-type: none"> • The candidate is comfortable with almost all the grammar used and generally uses a different verb or verb form in each sentence. • There is good use of a variety of tenses, adjectives, adverbs and prepositional phrases and, where appropriate, word order. • The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing. • The language flows well.
Good	12	<ul style="list-style-type: none"> • All bullet points are addressed, generally quite fully, and some complex sentences may be included. • The response to one bullet point may be thin, although other bullet points are dealt with in some detail. • The candidate uses a reasonable range of verbs / verb forms and other constructions. 	<ul style="list-style-type: none"> • The candidate generally handles verbs and other parts of speech accurately but simply. • There may be some errors in spelling, adjective endings and, where relevant, case endings. • Use of accents may be less secure. • Where the candidate is attempting to use more complex vocabulary and structures, these may be less successful, although basic structures are used accurately. • There may be minor misuse of dictionary. 	<ul style="list-style-type: none"> • There may be less variety in the verbs used. • Most of the more complex sentences use co-ordinating conjunctions, and there may also be examples of subordinating conjunctions where appropriate. • In one bullet point the language may be more basic than might otherwise be expected at this level. • Overall the writing will be competent, mainly correct, but pedestrian.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Satisfactory	9	<ul style="list-style-type: none"> • The candidate uses mainly simple, more basic sentences. • The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level. • In some examples, one or two bullet points may be less fully addressed. • In some cases, the content may be similar to that of good or very good examples, but with some serious accuracy issues. 	<ul style="list-style-type: none"> • The verbs are generally correct, but basic. • Tenses may be inconsistent, with present tenses being used at times instead of past tenses. • There are quite a few errors in other parts of speech – personal pronouns, gender of nouns, adjective endings, cases, singular/plural confusion – and in the use of accents. • Some prepositions may be inaccurate or omitted, eg I went the town. • While the language may be reasonably accurate in three or four bullet points, in the remaining two, control of the language structure may deteriorate significantly. • Overall, there is more correct than incorrect and there is the impression overall that the candidate can handle tenses. 	<ul style="list-style-type: none"> • The candidate copes with the past tense of some verbs. • A limited range of verbs is used to address some of the bullet points. • Candidate relies on a limited range of vocabulary and structures. • When using the perfect tense, the past participle is incorrect or the auxiliary verb is omitted on occasion. • Sentences may be basic and mainly brief. • There is minimal use of adjectives, probably mainly after “is”, eg The boss was helpful. • The candidate has a weak knowledge of plurals. • There may be several spelling errors, eg reversal of vowel combinations.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Unsatisfactory	6	<ul style="list-style-type: none"> • In some cases the content may be basic. • In other cases there may be little difference in content between Satisfactory and Unsatisfactory. • The language is repetitive, with undue reliance on fixed phrases and a limited range of common basic verbs such as <i>to be, to have, to play, to watch</i>. • While the language used to address the more predictable bullet points may be accurate, serious errors occur when the candidate attempts to address the less predictable areas. • The Directed Writing may be presented as a single paragraph. 	<ul style="list-style-type: none"> • Ability to form tenses is inconsistent. • In the use of the perfect tense the auxiliary verb is omitted on a number of occasions. • There may be confusion between the singular and plural form of verbs. • There are errors in many other parts of speech – gender of nouns, cases, singular / plural confusion – and in spelling and, where appropriate, word order. • Several errors are serious, perhaps showing mother tongue interference. • There may be one sentence which is not intelligible to a sympathetic native speaker. • One area may be very weak. • Overall, there is more incorrect than correct. 	<ul style="list-style-type: none"> • The candidate copes mainly only with the predictable language required at the earlier bullet points. • The verbs “was” and “went” may also be used correctly. • There is inconsistency in the use of various expressions, especially verbs. • Sentences are more basic. • An English word may appear in the writing or a word may be omitted. • There may be an example of serious dictionary misuse.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Poor	3	<ul style="list-style-type: none"> • The content and language may be very basic. • However, in many cases the content may be little different from that expected at Unsatisfactory or even at Satisfactory. 	<ul style="list-style-type: none"> • Many of the verbs are incorrect or even omitted. • There are many errors in other parts of speech – personal pronouns, gender of nouns, adjective endings, cases, singular / plural confusion – and in spelling and word order. • Prepositions are not used correctly. • The language is probably inaccurate throughout the writing. • Some sentences may not be understood by a sympathetic native speaker. 	<ul style="list-style-type: none"> • The candidate cannot cope with more than one or two basic verbs, frequently “had” and “was”. • The candidate displays almost no knowledge of past tenses of verbs. • Verbs used more than once may be written differently on each occasion. • The candidate has a very limited vocabulary. • Several English or “made-up” words may appear in the writing. • There are examples of serious dictionary misuse.
Very Poor	0	<ul style="list-style-type: none"> • The content is very basic <i>OR</i> • The candidate has not completed at least three of the core bullet points. 	<ul style="list-style-type: none"> • (Virtually) nothing is correct. • Most of the errors are serious. • Very little is intelligible to a sympathetic native speaker. 	<ul style="list-style-type: none"> • The candidate copes only with “have” and “am”. • Very few words are correctly written in the foreign language. • English words are used. • There may be several examples of mother tongue interference. • There may be several examples of serious dictionary misuse.

What if....?	
the candidate only addresses one part of one of the introductory, predictable bullet points?	In such a case the candidate is deemed to have not addressed the bullet points and a 2 mark penalty is made (ie 2 marks are deducted from the final mark awarded). This procedure applies at all categories.
some bullet points fit into one category but others are in the next, lower category?	<p>It is important to look carefully at which bullet points are better addressed.</p> <p>If the better sections include the more predictable bullet points, the marker is less likely to be generous than if the unpredictable bullet points are of a better quality. If there is a serious decline after the initial bullet points, a lower mark must be awarded.</p> <p>It is also important to consider the balance of the bullet points. Sometimes a candidate writes twice as much about the opening bullet points – or even bullet points which are not there – than for the four remaining bullet points. In such cases, the lower mark being considered should be awarded.</p>
the marker is having great difficulty in deciding whether the writing is good enough to pass or not quite good enough to pass?	It is essential to consider carefully the accuracy of the verbs overall. If more verbs are correct than wrong, then it is likely that the candidate deserves to pass, unless there are many other inaccuracies in the writing.
the Directed Writing, from the point of view of content, looks as if it belongs in a top category, but where accuracy is concerned, contains some possibly serious grammatical errors in more basic structures as a result of using relatively advanced structures combined with a less than confident knowledge of the more basic structures?	This is a case where the candidate is more adventurous, but less accurate. It is always important to assess what it is the candidate <u>can</u> do, and thus highlight the positive. However, in such cases, it is likely that the candidate will be awarded 9.

[END OF MARKING INSTRUCTIONS]



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Higher – Listening/Writing

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Part Two: Marking Instructions for each Question

Section A

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
1.		<ul style="list-style-type: none"> When she was 4 / At the age of 4 / 4 years old / At age 4 	1	4 years ago	4 years
2.		<ul style="list-style-type: none"> To do/take/sit/For his Abitur (exam)/Highers/A Levels/(final)/(school-leaving) exams/finishing exams/an exam/He did his exams there/to get his A levels there/to get his grades and exam certificate/to pass his exams 	1	degree exams	to study/do his studies/ qualifications
3.		<ul style="list-style-type: none"> He (had) learned/studied German at school His parents have/had worked in Germany/worked in Germany before/previously/used to work in Germany 	2	They learned Learn German at school Could learn German He spoke German His parents worked/work/ had work in Germany	He knew a little German already He could speak German There was German taught in his school

Question			Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
4.			<ul style="list-style-type: none"> She replies/answers/responds in German/She speaks German (back)/She gives the answer in German/They get the answer in German/a German response/They get German answers/The answers end up being in German/She ends up speaking/ reverting to German 	1	She gets them to speak German They end up reverting to/ speaking German	
5.			<ul style="list-style-type: none"> They phone/call/contact the grandparents/speak to grandparents on the phone 	1		
6.			<ul style="list-style-type: none"> They get/give/open/have/exchange their presents/ gifts on 31 December/ Hogmanay/ New Year's Eve/at New Year/They don't give presents until 31 December/They celebrate Christmas/it at New Year 	1	They do not get presents They find New Year more important	They do not give presents at Christmas They don't get presents on Christmas Day - another day They don't celebrate it on Christmas Day

Question	Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
7.	<ul style="list-style-type: none"> • Father came/moved to Germany later/when he was older/ more recently • Mother does not know most/all/a lot/the majority of her family/The mother does not know her family that much/well They have little/almost no contact with mother's family/Mother does not have a lot of contact with them/Mother does not keep as close contact with her family/They do not have strong contact with her family/They have not a lot of contact with mother's family/She does not talk to her family much 	2	<p>Father has been here for longer</p> <p>They have no contact with the mother's family They do not get on with mother's family There is no contact with mother's family She is not good at communicating with them</p>	

Question		Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
8.		<ul style="list-style-type: none"> • One/First grandmother/Father's mother can speak/ speaks German/One grandmother speaks both (German and Turkish)/ Bengü can speak German with one gran • She would like Bengü to speak Turkish with her/she would like/tries to speak Turkish with Bengü • Other grandmother has no German/only speaks Turkish/Other gran cannot speak German/Bengü has to speak Turkish with other gran. 	3	Speaks German all the time One can only speak German	
9.		<ul style="list-style-type: none"> • Every one or two years/Every year or two/Every year or second year/Every 1-2 years/Every 1/2 years 	1	Every 1/2 year Once or twice a year	
10.		<ul style="list-style-type: none"> • (To/For her) <u>uncle's</u> wedding/marriage/Her <u>uncle</u> is getting married 	1		a family wedding for a wedding

Question	Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
11.	<ul style="list-style-type: none"> • The Turks/Most people in Turkey are fairly/quite/more open/open-minded/The Germans are less open • They are more laid back than/do not take life/things so seriously/not as serious as Germans/The Turkish are not as/so serious/They don't take life very seriously People in Germany are more serious (than those in Turkey) <p>Within the answer it must be clear which nationality is more open/serious.</p>	2	<p>very open</p> <p>They don't take life seriously strict</p>	<p>They are not so serious (no mention of which nationality)</p>
12.	<ul style="list-style-type: none"> • (It/Driving/Traffic is/The roads are) chaotic • Drivers do not (always) stop at red/the lights/ disregard what the traffic lights say/Drivers drive through the traffic/red lights/They don't pay attention when the red light is on (on the traffic lights) <p>Drivers don't follow the traffic laws</p>	2	<p>crazy</p> <p>No-one stops at the traffic lights</p>	

Question	Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
13.	<ul style="list-style-type: none"> • She (has) met/got to know (so) <u>many/lots of/heaps of/a lot of nice/great</u> people • She has (made) (so) <u>many/lots of/heaps of/a lot of good</u> friends (in Scotland) <p style="text-align: right;">(Any 1 from 2)</p>	1	<p>The people are very nice good people</p> <p>She is going to miss her good friends that she has in Scotland</p>	some really good friends

Question	Expected Answer(s)	Max Mark	Unacceptable	Irrelevant/Insufficient
14.	<ul style="list-style-type: none"> • They have already planned when they are going to visit (each other)/They have plans to visit each other/meet up/She plans to visit them in Scotland or have them come to Germany • Her/A friend/One of them wants to/would like to go to Germany/visit/see her ... Her/A friend/One of them is going to Germany/to visit/to see her ... Her/A friend/One of them is coming to Germany/to visit/to see her ... Her/A friend/One of them is planning to visit/to see her... Her/A friend/One of them is visiting her/seeing her/will visit her ... <p>And either</p> <p>... next year</p> <p>or</p> <p>... (The friend) is learning/speaks German</p> <p style="text-align: right;">(Any 1 from 2)</p>	1	They are coming to visit her on a plane.	

Total (20)

Higher Writing

Task: Short essay

Assessment Process: With reference to *Content, Accuracy and Language Resource*, assess the overall quality of the response and allocate it to a pegged mark.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Very Good	10	<ul style="list-style-type: none"> • The topic is covered fully, in a balanced way, including a number of complex sentences. • Some candidates may also provide additional information. • A wide range of verbs / verb forms and constructions is used. There may also be a variety of tenses. • Overall this comes over as a competent, well thought-out response to the task which reads naturally. 	<ul style="list-style-type: none"> • The candidate handles all aspects of grammar and spelling accurately, although the language may contain some minor errors or even one more serious error. • Where the candidate attempts to use language more appropriate to post-Higher, a slightly higher number of inaccuracies need not detract from the overall very good impression. 	<ul style="list-style-type: none"> • The candidate is comfortable with almost all the grammar used and generally uses a different verb or verb form in each sentence. • There is good use of a variety of tenses, adjectives, adverbs and prepositional phrases and, where appropriate, word order. • The candidate uses co-ordinating conjunctions and subordinate clauses throughout the writing. • The language flows well.
Good	8	<ul style="list-style-type: none"> • The topic is addressed, generally quite fully, and some complex sentences may be included. • The candidate uses a reasonable range of verbs / verb forms and other constructions. 	<ul style="list-style-type: none"> • The candidate generally handles verbs and other parts of speech accurately but simply. • There may be some errors in spelling, adjective endings and, where relevant, case endings. • Use of accents may be less secure. • Where the candidate is attempting to use more complex vocabulary and structures, these may be less successful, although basic structures are used accurately. • There may be minor misuse of dictionary. 	<ul style="list-style-type: none"> • There may be less variety in the verbs used. • Most of the more complex sentences use co-ordinating conjunctions, and there may also be examples of subordinating conjunctions where appropriate. • At times the language may be more basic than might otherwise be expected at this level. • Overall the writing will be competent, mainly correct, but pedestrian.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Satisfactory	6	<ul style="list-style-type: none"> • The candidate uses mainly simple, more basic sentences. • The language is perhaps repetitive and uses a limited range of verbs and fixed phrases not appropriate to this level. • The topic may not be fully addressed. • In some cases, the content may be similar to that of good or very good examples, but with some serious accuracy issues. 	<ul style="list-style-type: none"> • The verbs are generally correct, but basic. • Tenses may be inconsistent. • There are quite a few errors in other parts of speech – personal pronouns, gender of nouns, adjective endings, cases, singular / plural confusion – and in the use of accents. • Some prepositions may be inaccurate or omitted eg I go the town. • While the language may be reasonably accurate at times, the language structure may deteriorate significantly in places. • Overall, there is more correct than incorrect and there is the impression overall that the candidate can handle tenses. 	<ul style="list-style-type: none"> • The candidate copes with the present tense of most verbs. • A limited range of verbs is used. • Candidate relies on a limited range of vocabulary and structures. • Where the candidate attempts constructions with modal verbs, these are not always successful. • Sentences may be basic and mainly brief. • There is minimal use of adjectives, probably mainly after “is” eg. My friend is reliable. • The candidate has a weak knowledge of plurals. • There may be several spelling errors eg reversal of vowel combinations.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Un-satisfactory	4	<ul style="list-style-type: none"> • In some cases the content may be basic. • In other cases there may be little difference in content between Satisfactory and Unsatisfactory. • The language is repetitive, with undue reliance on fixed phrases and a limited range of common basic verbs such as <i>to be, to have, to play, to watch</i>. • While the language used to address the more predictable aspects of the task may be accurate, serious errors occur when the candidate attempts to address a less predictable aspect. • The Personal Response may be presented as a single paragraph. 	<ul style="list-style-type: none"> • Ability to form tenses is inconsistent. • In the use of the perfect tense the auxiliary verb is omitted on a number of occasions. • There may be confusion between the singular and plural form of verbs. • There are errors in many other parts of speech – gender of nouns, cases, singular / plural confusion – and in spelling and, where appropriate, word order. • Several errors are serious, perhaps showing mother tongue interference. • There may be one sentence which is not intelligible to a sympathetic native speaker. • Overall, there is more incorrect than correct. 	<ul style="list-style-type: none"> • The candidate copes mainly only with predictable language. • There is inconsistency in the use of various expressions, especially verbs. • Sentences are more basic. • An English word may appear in the writing or a word may be omitted. • There may be an example of serious dictionary misuse.

Category	Mark	Content	Accuracy	Language Resource – Variety, Range, Structures
Poor	2	<ul style="list-style-type: none"> • The content and language may be very basic. • However, in many cases the content may be little different from that expected at Unsatisfactory or even at Satisfactory. 	<ul style="list-style-type: none"> • Many of the verbs are incorrect or even omitted. • There are many errors in other parts of speech – personal pronouns, gender of nouns, adjective endings, cases, singular / plural confusion – and in spelling and word order. • Prepositions are not used correctly. • The language is probably inaccurate throughout the writing. • Some sentences may not be understood by a sympathetic native speaker. 	<ul style="list-style-type: none"> • The candidate cannot cope with more than 1 or 2 basic verbs, frequently “has” and “is”. • Verbs used more than once may be written differently on each occasion. • The candidate has a very limited vocabulary. • Several English or “made-up” words may appear in the writing. • There are examples of serious dictionary misuse.
Very Poor	0	<ul style="list-style-type: none"> • The content is very basic. 	<ul style="list-style-type: none"> • (Virtually) nothing is correct. • Most of the errors are serious. • Very little is intelligible to a sympathetic native speaker. 	<ul style="list-style-type: none"> • The candidate copes only with “have” and “am”. • Very few words are correctly written in the foreign language. • English words are used. • There may be several examples of mother tongue interference. • There may be several examples of serious dictionary misuse.

What if....?	
the candidate exceeds the recommended word count?	This in itself need not be important, although it is important to be clear that it is possible to attain top marks, if the writing does not exceed 150 words. It is important to assess what has been written – sometimes by exceeding the word count the candidate’s control of the language deteriorates and this has to be reflected in the mark awarded.
the candidate has been asked to address a topic with two aspects but only addresses one of these?	In such a case the candidate is deemed to have not addressed the task fully. The quality of the language should be assessed and the writing should then be placed in the next category down, eg if the writing would otherwise have been awarded 8, it should instead be awarded 6.
some parts of the writing fit into one category but others are in the next, lower category?	If the better sections contain more sophisticated language, it may still be appropriate to choose the higher marks. However, if the better sections contain relatively basic constructions and attempts to use more sophisticated language are unsuccessful, then it is most likely that the writing is at the 6 / 4 interface and the Marking Criteria should be used to help the marker come to a final decision.
the marker is having great difficulty in deciding whether the writing is good enough to pass or not quite good enough to pass?	It is essential to consider carefully the accuracy of the verbs overall. If more verbs are correct than wrong then it is likely that the candidate deserves to pass, unless there are many other inaccuracies in the writing.

[END OF MARKING INSTRUCTIONS]